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Postsecondary Education Rehabilitation Transition Program

TRAINING AND REFERENCE MANUAL

A COLLABORATIVE EFFORT



and



www.wvrc.virginia.gov/pertprogram

Assistance from the Virginia Department of Education and the Virginia Department of Rehabilitative Services is provided without regard to race, color, creed, sex, national origin or disability.

Training and Reference Manual - 2007

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TRANSITION: THE PERT PROCESS

What is Transition?

The Virginia Department of Education defines transition as, “the process students and their families use to think about life after high school, to identify their desired outcomes, and to plan their community and school experiences to assure that the students acquire the knowledge and skills to achieve their goals.”

What is the PERT Transition Initiative?

Initially funded as a federal model demonstration grant in 1984, the Postsecondary Education Rehabilitation Transition (PERT) program is now an integral component of Virginia school-to-work transition service system. PERT is collaboratively administered by the Virginia Departments of Education and Rehabilitative Services and is housed at Woodrow Wilson Rehabilitation Center (WWRC) in Fishersville. The program is guided by an inter-agency Management Team. Parents and former PERT students are key members of the PERT Advisory Council.

PERT initial evaluations provide comprehensive vocational evaluations in a *semi-independent* living environment on the WWRC campus over a 9-10 day period. Students live in dormitories and take part in a variety of programs designed to assess vocational strengths and aptitudes, independent living, and leisure skills. Students who complete PERT initial evaluations and are recommended for training in one or more training areas may be “invited” to return to the PERT Program at WWRC for situational assessments. Students taking part in situational assessments are afforded less program structure and more opportunities for independent choices than experienced during initial evaluations. Situational assessments help students confirm their vocational interests, refine skills, and further develop positive work habits.

The PERT planning, selection, and report implementation process involves students and their families, teachers, transition coordinators, Department of Rehabilitative Services Counselors and the staff from Woodrow Wilson Rehabilitation Center. Transition Resource Specialists/Field summarize findings and recommendations in a detailed written report and facilitate a face-to-face meeting with students, their parents/guardians, school personnel and Department of Rehabilitative Services Counselors. This information is made available for consideration and planning of future educational and rehabilitative services.

Who is Eligible to Participate?

PERT serves youth with disabilities who are enrolled in public high schools in Virginia. To be eligible for PERT services, the applicant must:

- Be enrolled in Special Education or have a 504 Plan
- Be eligible for Department of Rehabilitative Services and in an “open category” under Order of Selection policies and procedures, if relevant:
 - Presence of a physical or mental impairment
 - Substantial impediment to employment
 - Presumption of benefit in terms of an employment outcome
 - Requires VR services to prepare for, enter, engage in, or retain gainful employment
- Be age 16 by Initial Evaluation at WWRC or 2.5 years from graduation or secondary school completion
- Possess a strong support system
- Have a positive classroom/work behaviors/coping skills that indicate potential to adapt to the semi-structured environment of WWRC
- Have a full scale IQ of 60 or above
- Be medically, physically & psychologically stable and have a favorable prognosis to complete and benefit from the services requested
- Have six (6) consecutive months of documented abstinence or demonstrated completion of intense substance abuse treatment and active participation in a substance abuse aftercare program
- Ensure current behavior will not jeopardize the health, safety or rehabilitation program of self or others at the Center
- Be willing and able to comply with WWRC community living standards (Rules and Regulations)
- Have a plan for immediate removal from WWRC if deemed necessary
- Have any court charges against them settled prior to seeking admission. Cases that are pending adjudication through the judicial system will not be considered. WWRC is not an alternative placement option

Applicants who do not fully meet these criteria may be reviewed through the PERT pre-admission review process explained in Section 4 of this manual.

How Do I Access the PERT Program?

Participating school divisions (also known as PERT Sites) are allocated a certain number of annual “slots” or student admissions for one of the approximately 27 scheduled PERT admission dates. Schools and Department of Rehabilitative Services Counselors are provided written notification of scheduled admission dates through an annual calendar developed by PERT Administration. Each year two admission sessions are designated for students with hearing impairments who require interpreter services.

Local school divisions are encouraged to communicate any requested scheduling changes for an upcoming school year in advance, and, every effort will be made to accommodate admission date preferences. Local PERT teams are responsible for the coordination of transportation to and from WWRC to participate in the PERT residential assessment experience. On a fee for service basis and based upon resources available for requested dates, transportation can be arranged in advance through Woodrow Wilson Rehabilitation Center. To obtain a cost estimate for this service, please contact the PERT Director at (540) 332-7315.

School personnel identify students and make referrals to the PERT program. The Transition Resource Specialist/Field facilitates a local PERT Team, consisting of school personnel, Department of Rehabilitative Services Counselors and PERT Transition Resource Specialists/Field. The local PERT team reviews referrals and makes selections for the PERT program. If the number of students referred to PERT exceeds allocations in any given year, a “waiting list” will be developed and referrals will be accommodated on a space available basis.

Guided tours of Woodrow Wilson Rehabilitation Center and PERT are available to school groups and individual families throughout the year. Tours serve multiple purposes. Among them:

- Some students and parents feel better prepared in making a decision about taking part in an initial evaluation
- Tours assist students and parents in heightening awareness about the future
- School personnel are afforded the opportunity to understand the unique environment of the Center and the resources that are available to help students make career decisions

To maximize your tour experience, it is recommended that you schedule a minimum of 1.5 hours and that you plan your visit on a Tuesday, Wednesday or Thursday. Some tour groups elect to eat lunch in the student cafeteria. Although there is a fixed price for cafeteria meals, advance arrangements can be made for group billing.

Tours may be arranged by contacting your local PERT Transition Resource Specialist/Field (see Appendix A). When contacting PERT, please indicate the approximate number of staff and students who will be participating in the tour. As part of the planning process, tour group times and luncheon options will be discussed with you.

For More Information, Who Do I Contact?

PERT Transition Resource Specialists/Field are available to guide you through the PERT process. A listing of PERT Transition Resource Specialists/Field telephone numbers and email addresses is provided for ready reference (see Appendix A).

If your local school division is not included on the listing, please feel free to the PERT Program at (540) 332-7123.

Student Orientation

What is Student Orientation? This activity introduces the PERT program to students who have an IEP or 504 Plan. Although the program was developed with 9th and 10th graders in mind, eligible high school students in Virginia's public schools can be referred for PERT services. When possible, the student orientation also introduces students and teachers to the Department of Rehabilitative Services Counselor and potential vocational rehabilitation services that may assist in the transition from school to work.

When? Student orientation takes place four to six months prior to scheduled admissions for initial evaluations. In scheduling this activity, the local transition team should take into consideration the following: the workload of the Department of Rehabilitative Services Counselor (e.g. combined adult and school caseload), the date of intake (e.g. summer admissions), and holiday schedules. Approximately one hour should be scheduled for student orientation.

Where? Student orientation takes place in the student's high school or vocational technical school.

Person Responsible					Student Orientation Activities
School	Family	PERT	DRS	Other	
X		X	X		Jointly schedule date and time Although it is desirable for the Department of Rehabilitative Services Counselor to attend this activity, attendance is optional
X					Arranges meeting location Advises PERT Transition Resource Specialist/Field and Department of Rehabilitative Services Counselor of meeting location
X					Provides and sets-up working television and VCR at meeting location
X					Coordinates students' schedules and passes
X					Introduces the PERT Transition Resource Specialist/Field and the Department of Rehabilitative Services Counselor (if present) to the students
		X			Presents the PERT program to students, teachers and other persons in attendance Presentation includes discussion, review of the PERT Parent/Student Video (2002 Edition), and a question and answer session
			X		If present, the Department of Rehabilitative Services Counselor provides a brief overview of rehabilitative services and the Counselor's role in service coordination and delivery
X		X			Advises students who are interested in attending the PERT program to communicate this decision to their parents
	X				Parents contact a designated school representative about their child's interest in participating in the PERT program
		X			Distributes PERT pamphlets and literature, as requested

Student Selection

What is Student Selection? Student Selection is the meeting and process used to identify students designated to participate in the PERT program. Selection is based upon criteria established by PERT, Woodrow Wilson Rehabilitation Center and the Department of Rehabilitative Services. Designated school personnel, the Transition Resource Specialist/Field, and the Department of Rehabilitative Services Counselor attend the meeting. Other persons may attend at the invitation of the school, e.g. therapists, classroom teachers, vocational educators, job coaches, guidance counselors, and principals.

When? Student selection is completed three to six months prior to the scheduled admission date for initial evaluations. The date for student selection is usually determined at the time of distribution of the PERT calendar of scheduled admissions or upon completion of report implementation for the previous year.

Where? The student selection meeting is held at a site identified by school personnel.

Person Responsible					Student Selection Activities
School	Family	PERT	DRS	Other	
					Prior to Student Selection:
X		X	X		Jointly schedule date and time
X					If unfamiliar with PERT processes, requests that the Transition Resource Specialist/Field provides an orientation
X					Arranges meeting location Advises the PERT Transition Resource Specialist/Field and Department of Rehabilitative Services Counselor of meeting location
X					Schedules participation of needed staff
X					Obtains written consent for release of information to PERT Program and the Department of Rehabilitative Services for students designated to participate in the PERT Program
X					Prepares roster of designated students
X					Completes the PERT Student Referral Form/General Information Questionnaire for each student Attaches supporting documentation copies for PERT and the Department of Rehabilitative Services, which may include psychological test reports, the present level of educational performance and other relevant information

Person Responsible					Student Selection Activities
School	Family	PERT	DRS	Other	
					During Student Selection:
X or		X or			Facilitates the meeting by presenting each student for review and assessment according to PERT criteria; students with individualized needs are identified, e.g. special housing, interpreters, specialized health care or personal care attendants
X					Ancillary evaluations may be requested, e.g. assistive technology, audiology, speech and language, physical therapy, occupational therapy, driving, rehabilitation engineering, and psychological evaluation Additional PERT forms may be required for these ancillary services
X					If the student does not meet all PERT selection criteria, the local transition team may request special consideration using the PERT pre-admission review process Additional information and paperwork is required for further consideration
X		X	X		Recommend students for PERT participation If the number of students recommended exceeds the local school district's allocation, alternates may be designated
					Following Student Selection:
X					Advises students, parents/guardians, and teachers of the selection outcome
		X			Provides sample student selection outcome letters, as requested
X					Prepares and provides school referral packets for each student selected for PERT participation to the Department of Rehabilitative Services Counselor Required packet information includes: <ul style="list-style-type: none"> • PERT Student Referral Form, General Information Questionnaire • Copies of students' most recent psychological evaluation report • Social/cultural history (if available) • Current IEP • Vocational evaluation reports (if available) • School eligibility meeting minutes • Current educational assessment • Current medical information
			X		Using the referral packets provided by the school and other information as appropriate, initiates eligibility for services (Status 02)
			X		Determines student eligibility for rehabilitative services and makes appropriate status changes, if eligible (Status 06 or 10)

Person Responsible					Student Selection Activities
School	Family	PERT	DRS	Other	
					Following Student Selection: (Continued)
			X		Notifies designated school personnel and the Transition Resource Specialist/Field of each student's eligibility for services
X					If one or more students are determined to be ineligible for services from the Department of Rehabilitative Services, school personnel may request that a designated student alternate be substituted
			X		<p>At least six weeks prior to the scheduled admission for each eligible student, the Department of Rehabilitative Services Counselor submits a PERT referral packet to the PERT Program which includes the following information:</p> <ul style="list-style-type: none"> • School referral packet (listed on previous page) • RS-4 – VR Application Intake • RS-3I – Authorization Form for Use or Disclosure of Protected Health Information • RS-4a – VR Certificate of Eligibility • RS-5a – Application and Disclosure for VR Services • RS-3 – Medical Examination (if available) • WWRC Application • Copies of insurance cards obtained from family (if applicable)

Student Selection Forms

[PERT Participation/Selection Guidelines \(Word\)](#)

[PERT Participation/Selection Guidelines \(.PDF\)](#)

[PERT Program Issues That May Require Pre-Admission Review \(Word\)](#)

[PERT Program Issues That May Require Pre-Admission Review \(.PDF\)](#)

[PERT/DRS/School Paperwork Checklist \(Word\)](#)

[PERT/DRS/School Paperwork Checklist \(.PDF\)](#)

[PERT Student Referral/General Information Questionnaire \(Word\)](#)

[PERT Student Referral/General Information Questionnaire \(.PDF\)](#)

[WWRC Referral Form \(Word\)](#)

[WWRC Referral Form \(.PDF\)](#)

[WWRC Client Application for Admission \(Word\)](#)

[WWRC Client Application for Admission \(.PDF\)](#)

Pre-Admission Review

What is the Pre-Admission Review? The pre-admission review is the process used to assess students who do not fully meet all PERT selection criteria. When students do not meet the selection criteria, they may be considered for the PERT program through a review process to determine their ability to benefit from the services of the PERT program and Woodrow Wilson Rehabilitation Center and their ability to function in a semi-independent living environment.

Students who may require pre-admission review include, but are not limited to, those who:

- Present classroom behavior problems
- Have in-school or out-of-school suspensions during prior six months
- Receive homebound instruction
- Are in alternative educational placements outside of the school they would normally attend
- Have a history of emotional difficulties, sexual offenses, fire-setting or runaway behavior
- Have injuries or have been hospitalized during the past six months
- Are unable to tolerate a full school day or have other stamina concerns
- Have difficulties with adjustment issues including the ability to live in a dormitory, eat in a cafeteria, and exercise independent judgment
- Have difficulty with school attendance due to complex or ongoing medical concerns and/or medication compliance issues
- Unable to self-mobilize or perform self-care activities due to physical impairments
- Have an intelligence quotient below 60
- Are potentially dangerous to self or others
- Are assigned a personal aide at school

When? The need for a pre-admission review is normally identified at the time of student selection. Occasionally, the need for a pre-admission review is delayed and is identified when the Transition Resource Specialist/Field reviews the referral packet. Upon identification that the student does not meet PERT selection criteria, the Transition Resource Specialist/Field requests in writing the initiation of the review. A written decision to accept or deny the student's admission will be made within one week of the submission of all required documentation (approximately three weeks prior to scheduled intake).

Where? The pre-admission review is completed on-site at PERT.

Person Responsible					Pre-Admission Review Activities
School	Family	PERT	DRS	Other	
X		X			Identify students who require pre-admission review at the time of student selection; the assistance of the Transition Resource Specialist/Field is requested as needed
X					Completes required documentation using forms in this manual. These forms are also available on the Woodrow Wilson Rehabilitation Center website www.vadrs.org/formscabinet/Formscabinet.asp?pass=et1&t1=WWRC&pg
		X			Verifies all documentation is complete and/or requests additional documentation as needed from the school, family or the Department of Rehabilitative Services Counselor
		X			Advises the PERT Director in writing of the need for a pre-admission review
				X*	<p>*PERT Director considers the following:</p> <ul style="list-style-type: none"> • Ability of the student to adapt to a semi-independent living environment • Maturity and positive adaptive behavior (including, but not limited to, participation in mainstreamed classes, employer performance reviews, work adjustment ratings, compliance with behavioral contracts, and documentation of classroom behaviors) • Assessment of the potential danger the student poses to self and/or others • Ability to benefit from PERT participation • Identification of successful reinforcement/support strategies • Commitment of the local PERT team to implement evaluation recommendations
				X*	*PERT Director may postpone the decision to allow additional review, and program planning; a feasibility interview may be requested as a part of the decision-making process, if the student's situation presents complex needs
		X			If a feasibility interview is requested as a part of this decision-making process, coordinates this visit or any other needed follow-up
				X*	*PERT Director advises the Transition Resource Specialist/Field in writing of the decision to accept, deny or delay the student's admission; this decision will typically be made within one week of submission of required documentation (approximately three weeks prior to intake)
		X			Informs all parties of the pre-admission review decision
		X			If PERT participation cannot be offered, assists the local PERT team in planning appropriate alternative services to meet the student's needs, as identified in the IEP

Pre-Admission Review (Continued)

Pre-Admission Review Forms

[PERT Pre-Admission Review – Behavioral Questionnaire \(Word\)](#)

[PERT Pre-Admission Review – Behavioral Questionnaire \(.PDF\)](#)

[PERT Pre-Admission Review – Cognitive Performance Questionnaire \(Word\)](#)

[PERT Pre-Admission Review – Cognitive Performance Questionnaire \(.PDF\)](#)

[PERT Pre-Admission Review – Legal Issues Questionnaire \(Word\)](#)

[PERT Pre-Admission Review – Legal Issues Questionnaire \(.PDF\)](#)

[PERT Pre-Admission Review – Physical/Health Questionnaire \(Word\)](#)

[PERT Pre-Admission Review – Physical/Health Questionnaire \(.PDF\)](#)

[Level of Self Care Assessment \(Word\)](#)

[Level of Self Care Assessment \(.PDF\)](#)

Parent Student Orientation

What is Parent Student Orientation? This activity introduces the PERT program to parents/guardians. In some school districts, the meeting also serves as a celebration of the students selected to attend PERT. Additionally, DRS Rehabilitation Counselors may conduct intake interviews and complete student eligibility forms for rehabilitative services.

When? The parent student orientation is scheduled two to four months prior to scheduled admissions for initial evaluations. The date for parent student orientation is usually determined at the time of distribution of the PERT calendar or upon completion of report implementation for the previous year.

Where? This activity may take place at the school, school board office, the local office of the Department of Rehabilitative Services or other public building.

Person Responsible					Parent Student Orientation Activities
School	Family	PERT	DRS	Other	
					Prior to Parent Student Orientation:
X		X	X		Jointly schedule date and time
X					Arranges meeting site
X					Advises the PERT Transition Resource Specialist/Field and Department of Rehabilitative Services Counselor of meeting location
X					Contacts parents/guardians by telephone or letter to advise meeting date, time and site
X					Provides and sets-up working television and VCR at meeting location
					During Parent Student Orientation:
		X			Provides PERT Parent/Student Video (2002 Edition), PERT pamphlets, PERT parent/guardian introduction letter, Interest Checklist
		X			Introduces PERT program to attendees (parents/guardians, students, teachers, etc.) Reviews PERT Parent/Student Video (2002 Edition) Facilitates question and answer session
			X		Provides overview of Department of Rehabilitative services and eligibility requirements May conduct eligibility interviews May ask for assistance from PERT in completing DRS forms with parents

Parent Student Orientation Forms

[PERT Program Description \(Word\)](#)

[PERT Program Description \(.PDF\)](#)

[Vocational Evaluation Interest Checklist \(Word\)](#)

[Vocational Evaluation Interest Checklist \(.PDF\)](#)

Prep Visit

What is the Prep Visit? This activity prepares students for the PERT experience.

When? The Prep Visit takes place approximately two to four weeks before the scheduled admission date.

Where? This activity takes place at the school or another centrally located site designated by school personnel.

Person Responsible					Prep Visit Activities
School	Family	PERT	DRS	Other	
					Prior to Prep Visit:
X		X			Jointly schedule date and time
X					Arranges meeting location Advises PERT Transition Resource Specialist/Field and Department of Rehabilitative Services Counselor of meeting location
X					Contacts parents/guardians by telephone or letter to advise them of the meeting date, time and place
		X			Assists students in completing Interest Checklists, as needed
					During Prep Visit:
X					Advises Transition Resource Specialist/Field of transportation arrangements
		X			Emphasizes the scheduled admission and departure dates
		X			Clarifies transportation arrangements
		X			Reviews items from the PERT Pre-Arrival Booklet and PERT Prep Visit Agenda: <ul style="list-style-type: none"> • Student expectations and standards of conduct • Packing Checklist • What to bring and what to leave home, e.g. clothing, pillows, towels, electronics equipment, jewelry, spending money • Medication procedures and medical concerns (medications sufficient for length of stay with additional medications provided during periods of inclement weather) • PERT weekday and weekend schedules
		X			Discusses possible homework assignments and provides follow-through for assistance as needed
		X			Discusses the Woodrow Wilson Rehabilitation Center's inclement weather policy Provides families with the inclement weather telephone number: (800) 345-9972, Ext. 2-7941 or (540) 332-7941

Parent Student Orientation Forms

[PERT Program Prep Visit Agenda \(Word\)](#)

[PERT Program Prep Visit Agenda \(.PDF\)](#)

[PERT Program Pre-Arrival Packet \(Word\)](#)

[PERT Program Pre-Arrival Packet \(.PDF\)](#)

Report Implementation

What is Report Implementation? This activity provides the student, parent(s)/guardian(s), school personnel and the Department of Rehabilitative Services Counselor an overview of PERT findings and recommendations.

When? Report implementation takes place approximately six weeks after student exit from the PERT program. Meeting times vary, however approximately one hour should be scheduled for each student's report.

Where? Report implementation typically takes place at the student's high school or vocational technical school.

Person Responsible					Report Implementation Activities
School	Family	PERT	DRS	Other	
					Prior to the Report Implementation:
X		X	X		Jointly schedule date and time
X					Arranges meeting location
X					Advises the PERT Transition Resource Specialist/Field and Department of Rehabilitative Services Counselor of meeting location
X					Contacts parents/guardians by telephone or letter to advise them of the meeting date, time and location
		X			Reports are sent to school personnel, family members and the Department of Rehabilitative Services Counselor
					During the Report Implementation:
X or		X or	X or		Facilitates introductions at the beginning of the meeting
		X			Verifies that all persons in attendance received copies of the Summary Completion Report; extra copies of the report are distributed as needed by school personnel
		X			Summarizes the findings and recommendations of the PERT report
X					May incorporate the recommendations of PERT in the development or modification of the IEP
			X		May incorporate the recommendations of PERT in the development or modification of the Individual Plan for Employment (IPE)
X		X	X		If the Summary Completion Report recommends training or employment in one or more areas, members of the local PERT transition team may consider referral for a situational assessment
X	X	X	X	X	Discuss how recommendations can be implemented by maximizing the use of available resources in the community
X		X	X		Provide technical assistance including creative approaches to implement selected recommendations and interests

Report Implementation Form

[Report Implementation \(Word\)](#)

[Report Implementation \(.PDF\)](#)

Monitoring

What is Monitoring? Monitoring is the process used to determine the student's current vocational, educational and independent living activities. Monitoring is conducted for students still enrolled in high school who have previously participated in the PERT experience at Woodrow Wilson Rehabilitation Center. Monitoring continues until the student graduates or otherwise exits the public secondary school system.

When? Monitoring is conducted annually.

Where? Monitoring takes place at the school or other location designated by school personnel.

Person Responsible					Monitoring Activities
School	Family	PERT	DRS	Other	
					Prior to Monitoring:
X		X	X		Jointly schedule date and time
		X			Transition Resource Specialist/Field completes PERT monitoring form
X		X	X		If the Summary Completion Report recommends training or employment in one or more areas, members of the local PERT transition team may consider referral for a situational assessment

Monitoring Form

[Monitoring \(Word\)](#)

[Monitoring \(.PDF\)](#)

Core PERT Program Services

Vocational Evaluation - Vocational evaluation is a comprehensive, systematic process in which students and staff work together to identify and assess the student's vocational interests, abilities, strengths, weaknesses, aptitudes, and functional limitations. Through this educational process, students gain greater self awareness and knowledge. The evaluation process encourages students to become active participants in the planning and development of their occupational careers.

Comprehensive vocational evaluation reports may be used for further rehabilitation planning towards successful, sustained employment outcomes. Reports outline the services received at Woodrow Wilson Rehabilitation Center and the student performance during the vocational evaluation process. Vocational interests, aptitudes, acquired skills, functional limitations and barriers to employment are also identified. During PERT initial evaluations, students select three or more areas from the Interest Checklist. The hands-on experience assists students in career exploration and has been observed to heighten self-awareness and boost self-confidence. Report information and recommendations may be used, as appropriate to develop and/or refine the IEP or Individual Plan for Employment.

Residential Living – PERT is unique in that it provides comprehensive assessment in a semi-independent residential environment. Students reside in a dormitory and eat their meals in the cafeteria. Residential and recreational staff assess social interactions and assist students in developing independent judgment, problem-solving skills, route finding and healthy self-esteem.

The PERT schedule incorporates both optional and required activities. Optional activities include use of the indoor swimming pool, weight room, trips to McDonalds, etc.

Independent Living Skills - Through a series of four evening classes, student skills are assessed in the following areas:

- Money management
- Kitchen safety, health, nutrition and cooking
- Room cleaning, personal hygiene and laundry
- Problem solving, self-esteem and team building

Certified teachers and PERT residential/recreation staff conduct assessments in individualized and small group settings. Students take part in hands-on activities designed to assess their independent living skills. Findings and recommendations are summarized in a PERT Residential and Independent Living Skills Assessment Report.

Primary Discovery Lab - The Primary Discovery Lab is a career exploration resource library used by PERT students. Time spent in the Primary Discovery Lab varies based upon individual preferences and vocational evaluation schedules. The lab provides an array of educational/occupational development materials and activities including videos and multi-media materials that assist students in job seeking/keeping skills and career exploration. Students are assisted in preparing resumes and individualized career portfolios that can assist students throughout the high school years and beyond graduation.

Situational Assessments - Upon conclusion of the PERT initial evaluation, instructors and local transition teams recommend some students for consideration for additional services in a single focus area. Situational assessments may include participation in one of the following areas:

- Life skills training program - Designed to assist students with special needs to develop skills necessary for independent living, community integration and employment skills
- Occupational skills training - Designed to confirm student interest assess current skills and abilities, identify student learning styles and effective instructional strategies, and determine potential for future training.

Ancillary Services

Ancillary services include a wide array of additional assessments that are not a part of the PERT initial evaluation and/or situational assessment. The need for services should be stated in the IEP and documented on the Student Referral form. For needs identified post-admission, the on-site PERT Counselor will obtain verbal authorization from the parent and the Department of Rehabilitative Services Counselor. Private insurance may be billed; however, no co-payment will be assigned to the student or family.

Assistive and Rehabilitative Technology:

- **General Evaluation**
- **Assistive Computer Technology Evaluation** - Computer accommodation evaluations and consultations using adaptive technologies and software; persons receiving services may present a variety of physical, sensory and/or cognitive impairments that affect their ability to utilize a computer within and across specific environments
- **Augmentative Communication Evaluation** - Evaluation of the communication needs of persons with severe speech impairments or the absence of functional speech; evaluation may include examination of the oral mechanism, language function, voice/fluency, vision/visual perception, motor control, seating and positioning, access, and communicative needs

Behavioral Health:

- **Academic, Intellectual or Learning Disability Testing** - When requesting this service, please indicate the specific issue/need to be addressed
- **Neuropsychological Testing** - When requesting this service, please indicate the specific issue/need to be addressed

Communication Services:

- **Hearing Evaluation** - Evaluation of hearing and auditory processing deficits; assessment may include capacities for air and bone conduction as well as speech discrimination, and auditory processing
- **Speech Evaluation**

Driving Evaluation - Evaluation of potential to drive (including visual, perceptual and cognitive screening), physical skills, and reaction time testing in an electronic car simulator; due to limited availability, priority is given to PERT students with physical disabilities

Occupational Therapy:

- **General Evaluation**
- **Independent Living Skills Evaluation**

Physical Therapy:

- **General Evaluation**
- **Wheelchair/Seating Evaluation** - Specialized assessment of persons with physical disabilities who use wheelchairs, scooters, or walkers for mobility
- **Orthotic/Prosthetic Evaluation**

Physical Work Performance Evaluation - Used to define safe, functional and physical abilities that can be generalized across multiple work environments

Ancillary Services Forms

[Assistive Technology Referral Checklist \(Word\)](#)

[Assistive Technology Referral Checklist \(.PDF\)](#)

[Mental Health Assessment Consent for Minors \(Word\)](#)

[Mental Health Assessment Consent for Minors \(.PDF\)](#)

Appendix A

PERT TRANSITION RESOURCE SPECIALIST/FIELD STAFF LISTED BY REGION

West Central-Sarah Reynolds

(540) 332-7931

sarah.reynolds@wwrc.virginia.gov

AB Albemarle Co.
AH Alleghany Co.
AT Amherst Co.
AG Augusta Co.
BA Bath Co.
BD Bedford Co.
BT Botetourt Co.
BV Buena Vista City
CB Campbell Co.
CV Charlottesville City
CO Covington City
CG Craig Co.
DV Danville City
GE Greene Co.
HB Harrisonburg City
HI Highland Co.
LY Lynchburg City
MA Madison Co.
NL Nelson Co.
PA Page Co.
PS Pittsylvania
RB Rockbridge Co.
RH Rockingham Co.
SH Shenandoah Co.
SN Staunton City
WN Waynesboro City

Central-Connie Caldwell

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AM Amelia Co.
AX Appomattox
BW Brunswick Co.
BH Buckingham Co.
CE Charlotte Co.
CF Chesterfield Co.
CU Cumberland Co.
FV Fluvanna Co.
GL Goochland Co.
HX Halifax Co.
HE Henrico Co.
LO Louisa Co.
LB Lunenburg Co.
MK Mecklenburg Co.
NT Nottoway Co.
PW Powhatan Co.
PE Prince Edward Co.
RI Richmond City
VS VSDB-Staunton

Northern Region-Vacant

(540) 332-7315

AL Alexandria City
AR Arlington Co.
CK Clarke Co.
CR Culpeper Co.
FX Fairfax Co.
FL Falls Church City
FQ Fauquier Co.
FD Frederick Co.
LN Loudoun Co.
MN Manassas City
MP Manassas Park
PM Prince William Co.
RP Rappahannock Co.
WA Warren Co.
WC Winchester City

Southwest-Vacant

(540) 332-7314

BL Bland Co.
BR Bristol City
BU Buchanan Co.
CA Carroll Co.
DS Dickenson Co.
FY Floyd Co.
FC Franklin Co.
GX Galax City
GI Giles Co.
GR Grayson Co.
HN Henry Co.
LE Lee Co.
MV Martinsville City
MG Montgomery Co.
NR Norton City
PT Patrick Co.
PL Pulaski Co.
RF Radford City
RO Roanoke City
RN Roanoke Co.
RU Russell Co.
SA Salem City
SC Scott Co.
SM Smyth Co.
TZ Tazewell Co.
WG Washington Co.
WS Wise Co.
WY Wythe Co.

Southeastern-Lynn Owens-Goodrich

(540) 332-7234

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AC Accomack Co.
CP Chesapeake City
CH Colonial Heights City
DW Dinwiddie Co.
FR Franklin City
GC Gloucester Co.
GV Greenville Co.
HM Hampton City
HW Hopewell City
IW Isle of Wight
JC James City Co.
NN Newport News City
NF Norfolk City
NH Northampton Co.
PB Petersburg City
PQ Poquoson City
PO Portsmouth City
PG Prince George Co.
SO Southampton Co.
SF Suffolk City
SU Surry Co.
SX Sussex Co.
VB Virginia Beach
YK York Co.

Eastern-Asha Rodwell

(540) 332-7325

asha.rodwell@wwrc.virginia.gov

CN Caroline Co.
CC Charles City Co.
CB Colonial Beach
EX Essex Co.
FB Fredericksburg City
HO Hanover Co.
KG King George Co.
KQ King & Queen Co.
KW King William Co.
LC Lancaster Co.
MT Mathews Co.
MX Middlesex Co.
NK New Kent Co.
NU Northumberland City
OR Orange Co.
RC Richmond Co.
SV Spotsylvania Co.
ST Stafford Co.
WM Westmoreland Co.
WP West Point

Appendix B

PERT TRANSITION RESOURCE SPECIALIST/FIELD STAFF LISTED BY REGION

PERT PROGRAM MANAGEMENT TEAM / PROFESSIONAL STAFF

Management Team

Maggie Clower, Acting Vocational Services Division Director
Woodrow Wilson Rehabilitation Center, Department of Rehabilitative Services

Russell Eddins, PERT Director
Woodrow Wilson Rehabilitation Center

Ginger Sharrer, PERT Field Supervisor
Woodrow Wilson Rehabilitation Center

Steve Kirby, Manager, Vocational Evaluation Department
Woodrow Wilson Rehabilitation Center

Educational Consultants

Marianne Moore, Secondary Transition and Technical Assistance Regions 6/7
Virginia Department of Education

Margaret Gillispie, Regional Director, Blue Ridge Region
Department of Rehabilitative Services

Erica Lovelace, Education Services Manager, Field Rehabilitation Services
Department of Rehabilitative Services

Jim Gray, Career and Technical Education
Virginia Department of Education

Professional Staff

Vacant, Transition Resource Specialist/Field (Northern Virginia)

Connie Caldwell, M.Ed., Transition Resource Specialist/Field (Central Virginia)

Vacant, Transition Resource Specialist/Field (Southwest Virginia)

Asha Rodwell, B.S., M.S., Ed. S., CRC, Transition Resource Specialist/Field (Eastern Virginia)

R. Lynn Owens-Goodrich, B.S., Transition Resource Specialist/Field (Southeast Virginia)

Sarah Reynolds, B.S., Transition Resource Specialist/Field (West Central)

John Jackson, B.A., M.A., CRC, Rehabilitation Counselor

Beth Gibson, B.S., M.A., Rehabilitation Counselor

Vacant, Rehabilitation Counselor

Gregory Burns, PERT Residential Program Recreation Therapist

Brian Roth, B.S., M.B.A., PERT Residential Counselor

Paul Sanger, B.S., PERT Residential Services Team Leader

Arthur C. Flowers, Program Support Technician Senior

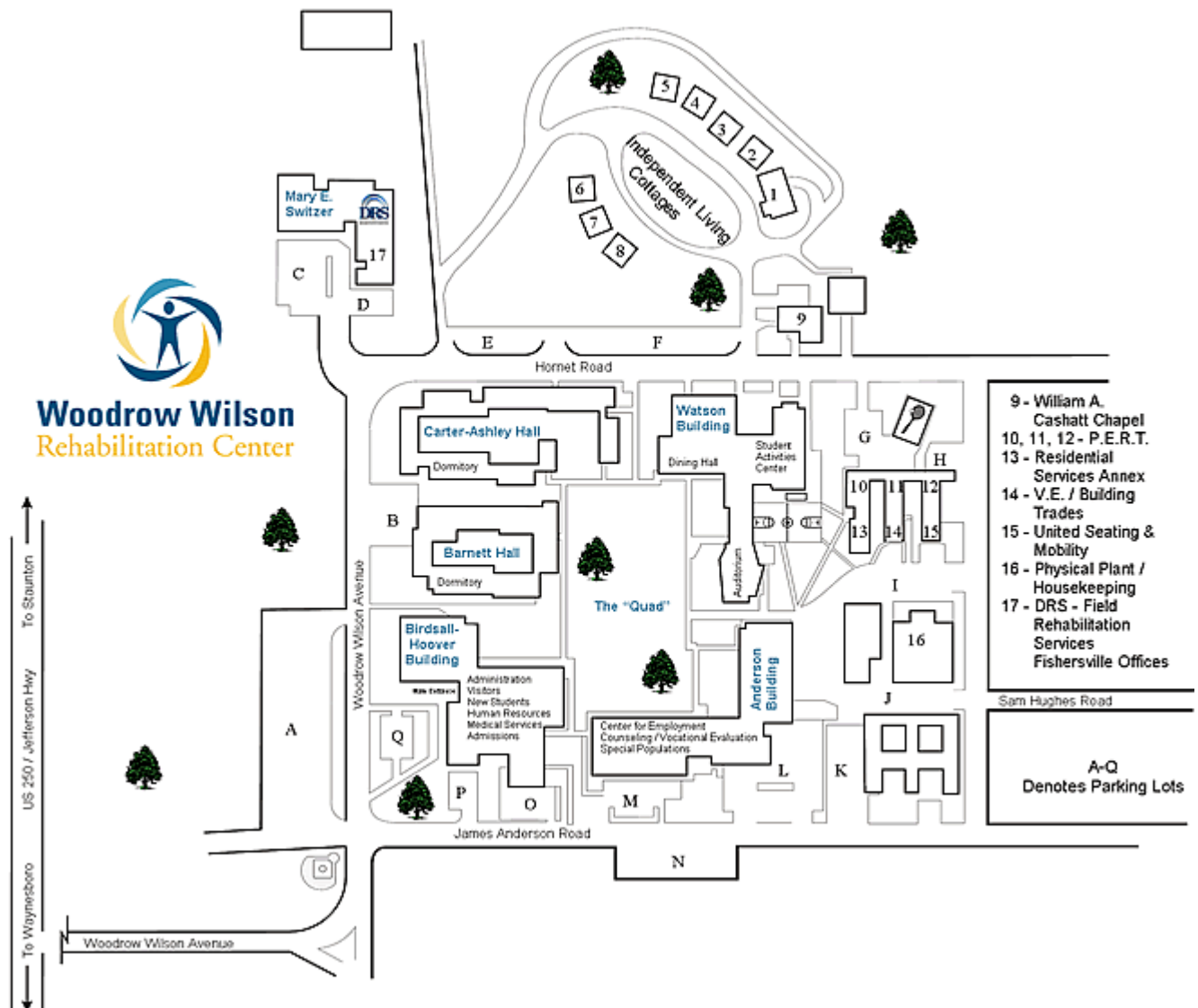
Albert Leichter, B.A., Program Support Technician Senior

Vacant, PERT Residential Program Support Technician Senior

Caroline Shuey, A.A.S., Program Support Technician Senior

Coral Foster, Administrative Office Specialist

Appendix C



Appendix D

How to Use PERT Forms

Internet links to PERT forms are located in each section of the **PERT Training and Reference Manual**. See example below:


Parent Student Orientation

[PERT Program Prep Visit Agenda \(Word\)](#)

[PERT Program Prep Visit Agenda \(.PDF\)](#)

Forms are available in two formats: Word electronic fill-in version
.PDF print version

Word Forms

Use Word forms to insert information **electronically**. Completed Word forms may be distributed electronically via email or be printed and disseminated in hard copy. These forms are formatted with form fields  which expand to accommodate the amount of information that is inserted. These forms are not formatted with extra space for inserting information manually. Also, check boxes ☒ can be filled-in by clicking on the box. See example below:

3. Describe social/behavioral issues PERT should be prepared to handle and strategies that are effective/ineffective in dealing with them.



4. To your knowledge has the student expressed or exhibited self-harm behaviors?

☐ Yes

☒ No

If yes, please describe the incident/behaviors. Include date(s)/frequency and consequences.



.PDF Forms

Use .PDF forms to fill-in information **manually**. These forms are designed to be printed and then completed. Extra space is included in the design of these forms for information to be inserted. Print these forms, insert information and distribute them in hard copy.